

ATTITUDES OF KANSAS ABE/GED/ESL TEACHERS
TOWARD IN-SERVICE EDUCATION

by

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B. A., Kansas State University, 1975

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

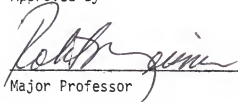
MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1978

Approved by


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ACKNOWLEDGEMENTS

The author would like to express appreciation to her major advisor, Dr. Robert Meisner, and other committee members, Dr. Jerry Parsons and Dr. Charles Oaklief for their assistance and advice in the preparation of this study.

A special thank you goes to Dr. Thomas Eaves, Project Director, Adult Basic Education Staff Development Project, Kansas State University, for his support and assistance in designing and carrying out this study, and to Mr. W. W. Lee, Adult Education Specialist, State Department of Education, for his support and cooperation.

DEDICATION

THIS WORK IS DEDICATED TO MY HUSBAND WHOSE BELIEF IN TOTAL EQUALITY
IN MARRIAGE INSPIRED ME AND WHO ENCOURAGED AND HELPED
ME WHENEVER IT WAS NEEDED.

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Chapter 1

INTRODUCTION

The growth of technological advances at an exponential rate in the United States is a powerful force behind the adult education movement. This rapidity of change demands new and better programs be developed to prepare the citizenry to cope with these changes. Venn comments on the part adult education must play in meeting the needs of the people:

The nature and rate of technological change militate against the concept of terminal education. As technology upgrades the skill and knowledge requirements of jobs, education can no longer be confined to the traditional twelve, fourteen or sixteen years of formal schooling. The Department of Labor projects that the average youth of today will probably shift occupations some five times over the next forty years. A life of continuing occupational adjustment will mean a life of continuing education to meet changed or additional educational requirements.¹

For many people in our society (23,626,736 in 1969²), the changes and growth necessary to keep up with technology are impossible because of illiteracy. As a result a large number of people are barred from the benefits and opportunities of an affluent society. This group grows by a million dropouts each year and an undetermined number of foreign born. All have less than an eighth grade education; nearly half have less than five years of education. A meaningful job is impossible because they do not possess the basic skills necessary to get and hold a job.

¹Grant Venn, Man, Education and Manpower (Washington, D. C.: American Association of School Administrators, 1970), p. 40.

²National Association of Professors of Continuing and Adult Education Almanac, 1970.

With the passage of Title II-B of the Economic Opportunity Act of 1964, the government made a commitment to aid adults who did not possess the basic skills of reading, writing and computing. Congress transferred administration of this program to the Office of Education under the Adult Education Act of 1966.

Funded under this Act were adult basic education programs in all 50 states. The primary purpose was to educate illiterate and functionally illiterate adults. The emphasis in the program was not just basic reading or computational skills but toward integrating these skills into an educational plan that equipped the learner to function on an eighth grade level.

Also available through adult basic education programs was the GED (General Educational Development) test. This test was recognized as equal to high school equivalency in most states for all purposes and by the armed forces. By passing this test, which consisted of demonstrating ability in five areas, students may be eligible for better jobs, to be able to enter college or vocational school or be better equipped to help their children with school subjects.

Adult students bring special problems into the classroom. According to Knowles, adult students possess certain characteristics which make them different from children and youth. The fundamental process of learning, however, is no different for adults than it is for children.³ Knowles compared pedagogy, the science of teaching children, to andragogy, the art of helping adults learn. He indicated that:

Under the pedagogical, mechanistic approach, the teacher diagnoses the needs, determines the objectives and does the

³Jerry Parsons, "Adults Learn Differently Than Children: An Examination of an Old Basic Assumption," Unpublished paper, Kansas State University, College of Education, October, 1978.

planning. The instruction is based upon logical arrangement of subject matter into units of study. The climate is formal, competitive and authority-oriented. Instructional activities are transmittal in nature.

The andragogical approach in teaching adults is found to be quite different. The climate is informal. The students participate in diagnosing their own needs. They share in the process of setting up objectives and program planning. Instruction is based upon the needs of the participants. Evaluation is a mutual process involving teacher and participants. The entire process is based on respect for each other and collaborative effort.⁴

Students entering adult basic education programs have certain other characteristics which distinguish them from an adult with twelve or more years of education who undertakes a learning project. Some characteristics of undereducated adults are:

1. Disadvantaged adults tend to have little use for isolated facts. They want to move quickly from facts to skill development and then into actual application in real-life situations.

2. Adult students need to feel they are respected. Life has often been difficult for these students and their self-concept is apt to be quite low.

3. Adult learning is often hampered by concerns of the day. The learner has multiple responsibilities, all of which draw of his time and energy. He may be tired and not too alert after working or caring for children all day.

4. He is experienced in the "school of life." The student may know more about some areas than the teacher.

⁴Malcolm S. Knowles, Modern Practice of Adult Education (New York: Associated Press, 1975), p. 12.

Because of the influx of students into adult basic education programs in the past ten years, the need for competent, sensitive teachers has been rapidly increasing. Because of this people are often pushed into adult basic education teaching because the demand exists for teachers, and the extra pay is welcome. Many of those teaching today are teachers in elementary or secondary education. They, in all likelihood, have had little or no training for teaching adults.

The U. S. Office of Education has recognized this problem. Beginning in 1966 a series of teacher training institutes were funded with the prime purpose of preparing teachers and administrators to cope with the problems of the educationally disadvantaged adult. In a great number of states through an appropriation of funds made possible by Section 309 of the Adult Education Act these programs are being continued today for teacher training.

The problem of teachers not being trained in adult education also exists in Kansas. Like in other states, a large number of the personnel working in Kansas adult basic education tend to be part-time. They may be working full-time in jobs in other areas of education or in business. Some of full-time homemakers.

STATEMENT OF THE PROBLEM

This study was concerned with two aspects of the teacher-training problem:

1. To determine the backgrounds of those teachers involved in adult basic education in the State of Kansas and
2. To measure the attitudes of the teachers toward various aspects of in-service activities.

PURPOSE OF THE STUDY

The purpose of this study was to obtain information relative to the characteristics of the Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL) personnel in Kansas. These three areas are commonly grouped together under the umbrella term "adult basic education."

A secondary purpose was to identify attitudes of personnel toward presently available in-service educational activities.

More specifically, the research sought to:

1. Determine the characteristics of ABE/GED/ESL teachers relative to age, sex, marital status, race, highest level of education, major field of study, formal preparation for teaching, years of teaching in ABE/GED/ESL, present job title, previous job titles, work status, area of full-time work, membership in a professional adult education organization, previous in-service training attended, credit hours earned for adult education courses, and the use of and felt competency toward the use of various teaching techniques and methods.
2. Measure attitudes of ABE/GED/ESL teachers toward in-service education relative to past experiences, professional competence, relationship of salary to attendance at in-service activities, reimbursement procedures, orientation of new teachers, content of in-service activities, value of state conferences as in-service activities, the necessity for

attending in-service activities, teacher involvement in planning of in-service activities.

HYPOTHESES

For purposes of this study, the following hypotheses were tested:

H₁: There is no significant difference between age of ABE/GED/ESL personnel and attitudes toward in-service education.

H₂: There is no significant difference between sex of ABE/GED/ESL personnel and attitudes toward in-service education.

H₃: There is no significant difference between marital status of ABE/GED/ESL personnel and attitudes toward in-service education.

H₄: There is no significant difference between race of ABE/GED/ESL personnel and attitudes toward in-service education.

H₅: There is no significant difference between educational level of ABE/GED/ESL personnel and attitudes toward in-service education.

H₆: There is no significant difference between post-secondary degree major of ABE/GED/ESL personnel and attitudes toward in-service education.

H₇: There is no significant difference between preparation for teaching of ABE/GED/ESL personnel and attitudes toward in-service education.

H₈: There is no significant difference between teaching in an area other than ABE/GED/ESL by ABE/GED/ESL personnel and attitudes toward in-service education.

H₉: There is no significant difference between length of time in Kansas adult basic education of ABE/GED/ESL personnel and attitudes toward in-service education.

H₁₀: There is no significant difference between present job title of ABE/GED/ESL personnel and attitudes toward in-service education.

H₁₁: There is no significant difference between previous job titles of ABE/GED/ESL personnel and attitudes toward in-service education.

H₁₂: There is no significant difference between work status of ABE/GED/ESL personnel and attitudes toward in-service education.

H₁₃: There is no significant difference between membership in a professional adult education organization by ABE/GED/ESL personnel and attitudes toward in-service education.

H₁₄: There is no significant difference between enrollment in credit hours in adult education by ABE/GED/ESL personnel and attitudes toward in-service education.

LIMITATIONS OF THE STUDY

The study was conducted within the framework of the following limitations:

1. The study was restricted to the State of Kansas.
2. The study was limited to the personnel whose names were made available from the Adult Education Specialist, State Department of Education.

OPERATIONAL DEFINITIONS OF TERMS

Adult Basic Education (ABE). Basic literacy skill training programs for individuals sixteen years of age and above who are classed as eighth grade or lower in academic achievement. This program consists of two grade levels: Level I which covers grades zero to four and Level II, grades five through eight.

General Educational Development (GED). A program to prepare persons who do not have a high school diploma to take the General Educational Development Test, an achievement test requiring minimum competency in five subject areas: writing skills, social studies, science, reading skills and mathematics. Completion of this test is regarded in most states as equivalent to a high school diploma.

English as a Second Language (ESL). A program designed for foreign-born or those whose primary language is not English to bring about a functional competency in the use of English.

In-Service Education. A program of learning about the actual problems of the educational setting. Designed to cooperatively provide activities which the educator can improve himself, it can be formal classes, conferences, workshops or a variety of combinations involving the educator in a learning experience.⁵

Staff Development. Cooperative effort in education and training involving higher education institutions, state department of education and staff members at various levels. It includes courses offered both on and off campus; credit and non-credit offerings.⁶

In-Service Training Attitude Scale (ITAS). An instrument designed to measure attitudes of adult basic education personnel toward various aspects of in-service educational activities.

Felt Competency. The individual's perceived aptitude for various teaching techniques and methods.

SIGNIFICANCE OF THE STUDY

As the number of illiterate and functionally illiterate adults increases, and concomitant adult basic education programs are implemented, the need for well-qualified teachers continues to grow.

This study was designed to identify the backgrounds of those presently involved in teaching ABE/GED/ESL in Kansas. Included in this background information along with various demographic characteristics

⁵Edward Smith, et al., The Educators Encyclopedia, (Englewood, New Jersey: Prentice-Hall, 1961), pp. 228-230.

⁶Edward Brown, Materials and Methods in Adult Education, (New York: Klevens Publishing Co., 1972), p. 259.

was data concerning the past in-service training activities attended.

The study was also concerned with the attitudes of ABE/GED/ESL personnel toward this training.

The information gained from this study will allow those responsible for the administration of programs in adult basic education to formulate in-service training goals, objectives, methods techniques and means whereby a comprehensive program can be devised to deal with staff development needs of ABE/GED/ESL personnel in the State of Kansas.

Chapter 2

REVIEW OF RELATED LITERATURE

This selective review of the literature discusses the important concerns of this study.

The main objectives in reviewing the literature and research were to answer the following questions:

1. What are the important characteristics of the ABE/GED/ESL student?
2. What are the implications of these characteristics for ABE/GED/ESL teachers?
3. What is the role of staff development and more specifically, in-service education for the ABE/GED/ESL teacher?

CHARACTERISTICS OF THE ABE/GED/ESL STUDENT

Adult basic education programs have had as their primary purpose the facilitation of learning for disadvantaged adults. It is relevant here to discuss some basic characteristics of this population.

The disadvantaged adult often has a typical pattern of social and cultural traits, but more often than not the term "disadvantaged" is related to poverty. In order to conceptualize poverty it is necessary to take into account both economic and subjective factors.

The socio-economic variables of age and sex are not significant in characterizing the disadvantaged adult. Although children, the elderly and females are over-represented in the poverty group, these factors are

only significant when related to other factors, such as education.¹

Education is significantly related to level of poverty. The disadvantaged adult may be poor because of the relationship between level of education and level of income. Ulmer saw that as a "chicken and egg" proposition. "Poverty fosters cultural and educational deprivation, which in turn affects academic achievement, which leads right back again to poverty."²

Among the disadvantaged, educational level is consistently lower than that of the general population so that a major portion of the disadvantaged are characterized as educationally deficient.³

In discussing educational deficiency, two levels of literacy were usually mentioned:

1. Total illiteracy defined as the absence of formal schooling coupled with the inability to read, write or do mathematics.
2. Functional illiteracy defined as competence in the above skills not exceeding the eighth grade level.⁴

The educationally disadvantaged adult was also poor in terms of motivation and confidence. All of these factors were directly transferable to the adult basic education classroom. Past failure in school may have left the student burdened by anxiety and inferiority feelings. This

¹Darrell Anderson and John Niemi, Adult Education and the Disadvantaged Adult, (Syracuse: Syracuse University Publications, 1969), pp. 7-8.

²Curtis Ulmer, Teaching the Disadvantaged Adult, (Washington: National Association for Public Continuing and Adult Education, 1969), p. 19.

³Anderson, loc. cit.

⁴Anderson, loc. cit.

low self-concept often manifested itself in the feeling of being an alien in a world to which the student is no longer accustomed.

Ulmer discussed the problem of the returning adult student. He mentioned the following characteristics:

1. The returning student is often physically tired by the time classes begin. The low educational level of the disadvantaged adult is related to occupations requiring much physical effort.
2. The mature adult's personality, habits, attitudes and interests have solidified to a greater extent than those of a child. The adult is more rigid and less receptive to change.
3. The adult student spends most of his time on earning a living. Outside distractions weigh heavily and often prohibit regular attendance.
4. Although physical deficiencies of adults are not as significant as once thought, the adult does require adequate lighting, room arrangement, temperature and comfortable furniture.
5. Myths about learning abilities of adults and past bad experiences in a classroom often cause negative attitudes about adult education. Society's favoritism toward youth and ignorance of the problems of aging do not add to the adult's confidence.⁵

Being an adult in the classroom may have advantages as well as drawbacks. The adult can learn as well or better than a child. Thorndike's studies have shown that while the rate of learning may decline with

⁵Ulmer, op. cit. pp. 8-9.

age, the power of learning declines very little with age.⁶ Many findings since the Thorndike studies indicate that adults 40 years of age and older have an advantage when learning material related to experience or good judgement.⁷

The level of experience is a major difference between adult and child learning. The disadvantaged adult in particular has been educated by living and has often developed a shrewdness known only to those of the poverty culture who must rely on their innate intelligence to survive.

The adult student may also compensate for a lack of energy and time by possessing a great need and desire for the information taught in adult basic education classes.

The above discussion has centered on characteristics common to the group of people in the United States which are disadvantaged educationally but does not take into account a most important implication for teachers of adults. Students enrolled in ABE/GED/ESL classes are widely diversified. Each student comes to class with an individual level of educational functioning, each is in the classroom to fulfill individual goals and each has an individual life outside of the classroom.

IMPLICATIONS FOR ADULT BASIC EDUCATION TEACHERS

Present Situation. Drucker has pointed out the increasing growth in numbers of those working with the development and education of people:

By 1960 knowledge workers in the various professional, managerial and technical fields has edged out farmers and industrial workers

⁶B. Morgan, E. Holmes, and C. Burdy, Methods in Adult Education, (Dannille: The Interstate Printers, 1976), p. 15.

⁷Malcolm S. Knowles, Modern Practice of Adult Education, (New York: Associated Press, 1975), p. 12.

as the largest single occupational group in the United States. This trend has continued into the 1970's.⁸

Adult basic education is no exception to this trend. With the advent of the Adult Basic Education Act of 1966, ABE programs were greatly expanded. Teachers for those programs have been drawn primarily from the elementary and secondary ranks. Often these teachers are unaware of adult education approaches and methods. Also because of the tremendous need for teachers, teachers are often assigned to teach in subject areas unfamiliar to them and which may require experiences with learning situations, value systems and counseling needs with which they are not familiar. The situation is criticized by Mezirow when he states:

The program is scandalously underprofessionalized. More than a decade after the enactment of the Adult Education Act . . . teachers are simply moonlighters. They are usually trained only to teach children. Most ABE teachers are lucky if they have attended a three-day workshop on adult education.⁹

Desirable Characteristics of Adult Basic Education Teachers. Like the adult student in the classroom, there is no stereotype for the "perfect" ABE teacher. However, there are certain characteristics which may help insure success. Perhaps foremost, the teacher must not divert attention from the individual goals and expectations of the students. By paying close attention to each individual student the teacher can determine motivation and goals. This takes time, sensitivity, patience and tact.

The teacher must know the subject matter area being taught. The student looks to the teacher for help and guidance and assumes that the

⁸Peter Drucker, The Age of Discontinuity: Guidelines to Our Changing Society, (New York: Harper and Row, 1969), p. 8.

⁹Jack Mezirow, "Professional Misgivings About Adult Basic Education," Reports Magazine, September, 1978, p. 6.

information being given is current and correct.

The successful ABE teacher will know how to establish a climate for learning. The atmosphere should be pleasant to satisfy social needs and comfortable to accommodate physical needs including good lighting, room arrangement and proper room temperature. This atmosphere should be one which, aside from physical arrangement, exudes acceptance. The teacher must accommodate all value systems no matter how foreign. Remarks about values, tardiness and absence from class are not conducive to this climate.¹⁰

The teacher of adults must be able to work with students on all educational levels from those who are illiterate to those preparing for the GED test. In order to do so, the teacher needs to be able to draw on and use competently a variety of materials, methods and techniques. The teacher must be creative, often devising materials when none are available.¹¹

The teacher's job is indeed a huge one. It demands dedication to the ideal of adult education, time and lots of patience.

ADULT BASIC EDUCATION STAFF DEVELOPMENT AND IN-SERVICE EDUCATION

From the inception of the ABE programs and especially since passage of the Adult Education Act, programs of staff development have been implemented at the federal, state and local levels. These programs are designed to provide the competency and personality growth needed to develop successful ABE teachers.

¹⁰Ulmer, loc. cit.

¹¹Ulmer, pp. 39-45.

As Kidd noted adult educators are still in search of adult learning theories which apply equally to the area of ABE.¹² However, this does not preclude the implementation of programs of staff development if the field is ever to answer Mezirow's criticism.

Kozell commented on other considerations of ABE staff development:

ABE programs are staffed largely by part-time personnel who have little time to prepare for class and even less time for their own training. The part-time constraint means that the limited opportunity for pre- and in-service programs must be intensive and efficiently organized.¹³

In studies conducted to determine the desirable characteristics of ABE teachers, there is strong evidence that pre-service and, more importantly, in-service training and supervision were paramount requirements for teachers regardless of background.¹⁴

The terms in-service and staff development are used interchangeably. Ulmer provided information on understanding one set of differences attributed to in-service education:

In-service education should be considered a continuing program of learning about actual teaching problems. Any legitimate concern the classroom teacher experiences in the adult program is subject matter for the in-service program, which should be built primarily around topics such as adult learning, methods and techniques of teaching adults. Clientele of adult programs, physiological and psychological aspects of aging, the educational program of the schools and the subject matter speciality of the teacher. It is

¹²J. Roby Kidd, How Adults Learn, (New York: Associated Press, 1959), p. 133.

¹³Charles B. Kozell, "The ABE Staff Development Process, Readings in Staff Development, ERIC Document, Educational Resource Information Center, ED 058 536, 1972, pp. 7-8.

¹⁴Jules Pagano, "Teachers in Adult Basic Education Programs," Strategies for Adult Basic Education, Joseph Mangano, ed. (Newark: International Reading Association, 1969), p. 71.

also appropriate to include topics such as group processes, leadership training, and school-community relations in the in-service program.¹⁵

Hyman further commented:

Staff development is a process which affects every aspect of the agency's work . . . In-service is one aspect of staff development. It is an organized system of training provided by the agency that begins with orientation and continued throughout the duration of employment for all classifications of staff in all parts of the program.¹⁶

Fuller suggested that the apparent lack of interest and emphasis on in-service training by administrators may be due to the fact that the ABE teacher is seen as a "moonlighter" and not in need of in-service training because of the part-time aspect of the job as it presently exists.¹⁷

The scope of possible in-service activities suggested by the National Education Association were summarized into the following nineteen areas:

1. Classes and courses (on and off campus)
2. Institutes (series of lectures)
3. Conferences (having discussion opportunity)
4. Workshops
5. Staff meetings
6. Committees
7. Professional readings

¹⁵Curtis Ulmer, "Teacher Training and Supervision," Administration of Continuing Education, Nathan C. Shaw, ed. (Washington: National Association for Public Continuing Adult Education, 1969), p. 299.

¹⁶Margaret M. Hyman, "Criteria and Guidelines for the Evaluation of In-service Training," ERIC Document, Educational Resource Information Center, ED 031 643, p. 6.

¹⁷Jack N. Fuller, "An In-service Program for Adult Education Faculty," Adult Education, XX, 6 (December, 1971), p. 205.

8. Individual conferences (one to one)
9. Visits and demonstrations
10. Field trips
11. Travel
12. Camping (in special areas)
13. Work experience (related)
14. Teacher exchanges
15. Research
16. Writing (publishing)
17. Association work
18. Cultural experiences
19. Community organization involvements.¹⁸

Conant cautioned, however, that the indiscriminate spread of in-service courses should be avoided. He also disapproved the tying of salary advancement to credits earned in an indiscriminate manner.¹⁹

Recently a movement has begun to require certification for ABE teachers. In a study conducted by the International Reading Association, sixteen states reported that they now require certification for ABE teachers. The requirements for this certification were varied. One state reported that the requirement was "empathy and experience" while another state specified "21 credits above the bachelor's degree."²⁰

¹⁸NEA Research Division, "In-Service Education of Teachers," (Washington: National Education Association, 1966), pp. 7-10.

¹⁹James B. Conant, The Education of American Teachers, (New York: McGraw-Hill Book Company, 1963), pp. 187-208.

²⁰Joy Coye, Personal Communication, International Reading Association, Greeley, Colorado, September, 1978.

The purpose of this certification movement reportedly was to assure quality teachers for adult basic education programs for the benefit of the student and to also create a sense of professional responsibility.

Dr. Rose Marie Park mentioned several other reasons the State of Minnesota teachers have sought certification:

1. Certification would raise the status of ABE teachers who are mostly women.
2. Certification would stop the practice of experienced teachers being replaced by inexperienced teachers with more seniority when teacher cut-backs occur. These inexperienced teachers do not have any knowledge of ABE programs or student needs.

Dr. Park identified two reasons why administrators are often opposed to ABE teacher certification:

1. It is cheaper to hire teachers by the hour.
2. Administrators prefer to have the power to hire and fire at will.²¹

Because of the rapid growth of ABE programs and the need for more and better qualified teachers, the certification movement will in all likelihood continue. It is the responsibility of adult educators to see that the requirements instituted by states serve the student and the profession and are not merely bureaucratic expedients.

SUMMARY

The adult basic education student returns to the classroom because of a need to learn. The cultural and economic background of this student

²¹Rose Marie Park, Personal Communication, University of Minnesota, July, 1978.

plays a major role in the success or failure of the experience. Disadvantages are attributable to physical, emotional and family problems. The adult student has advantages over the child in that the need to learn is great and the experience of living makes learning relevant. The adult's ability to learn is not diminished and may be even greater than that of a child.

The ABE teacher's role is major. The teacher possesses extreme dedication and patience. Subject matter expertise is a major requirement. In addition, the teacher needs to command knowledge of a wide variety of materials, techniques and methods and be able to create new ones when necessary. A non-judgemental, helpful attitude toward each student is a quality of the successful ABE teacher.

In order to insure the development of an experienced cadre of teachers, staff development must be implemented. The major element of staff development for ABE programs is in-service training activities. The scope of the activities is wide-ranging.

Attempts to credential in-service activities is resulting in a movement toward certification of teachers not unlike elementary and secondary certification. Adult educators need to be actively involved in this movement so that certification serves both the needs of the student and the ideals of the profession.

Chapter 3

METHODS AND PROCEDURES

This chapter describes the methods and procedures that were used in the study including a description of the population, the development of the instrument, method of data collection and statistical procedures.

Population. The population of this study included those persons in Kansas who were employed in ABE/GED/ESL programs, as teachers, counselors, aides, and secretarial support staff. The list of names was secured from information provided to W. W. Lee, Adult Education Specialist, State Department of Education, by the center directors throughout the state.

The population represented 38 separate adult basic education program centers (For a list of directors and center addresses at the time of this study, see Appendix).

The study involved the entire population as known in June of 1978. A total of 300 questionnaires were mailed out and 206 were returned for a 68% rate of return. Of the 206 returned, 39 were from persons who served only in an administrative capacity. Because of the exploratory nature of the study, no attempt was made to single out administrators from other personnel before the questionnaires were mailed. However, respondents were instructed on the cover sheet of the form to check a box if they served in an administrative capacity only and to return the form so that it could be included in the percentage rate of return. Survey forms from administrators were not included in the analysis of data.

Instrument. The survey instrument was a mailed questionnaire. The questionnaire included three main parts. The first part concerned biographical information such as age, sex, race, marital status, highest level of education, preparation for teaching, teaching in areas other than ABE/GED/ESL, present and past job titles, work status, area of full-time work, training sessions and adult education credit hours earned in the past two years and membership in adult education professional organizations.

The second part concerned information about teaching methods and techniques used by the respondents. Respondents were asked to rate the frequency of use of various instructional techniques. The techniques were broken down into two categories:

1. Group instruction methods and techniques
2. One-on-one methods and techniques

The respondents were then asked to rate their felt competency using these techniques and methods using a three-point scale from "not very competent" to "competent" to "very competent." The accessibility of the materials and equipment necessary to use the above techniques was also assessed.

The third part of the instrument consisted of sixteen statements concerning attitudes of teachers toward in-service education. The responses were on a five-point Likert scale ranging from "strongly disagree" to "strongly agree."

Development of the Instrument. In order to develop a questionnaire which would precisely and adequately cover the areas to be studied, the researcher utilized several sources. The Adult Education Specialist, State Department of Education was consulted numerous times over a period

of several months to help define the scope of the in-service activities presently available in ABE/GED/ESL staff in the state.

The Director of the ABE Staff Development Project (a Section 309 of the Adult Education Act project) at Kansas State University was consulted concerning the attitudes which may be held by ABE/GED/ESL staff. The researcher discussed the design and content to be covered in the study with her major advisor, Dr. Robert Meisner. The other members of the researcher's academic committee met to discuss the approve the preliminary draft of the instrument.

Using the Educational Resource Information Center (ERIC) other related studies with instruments were investigated. No instrument for measuring the attitudes of ABE/GED/ESL staff toward in-service education was found.

To determine the statements to be included in the attitude section of the questionnaire, the researcher used the "panel of experts" approach. The panel consisted of Dr. Robert Meinser, Dr. Thomas Eaves, Dr. Jerry Parsons and Mr. W. W. Lee. After several sessions, a preliminary set of statements was derived.

The areas of inquiry were:

1. Attitudes toward past inservice activities staff may have participated in
2. Attitudes toward the content presented in past in-service activities
3. Attitudes toward the necessity for in-service activities
4. Attitudes toward the compensation for attendance at in-service activities
5. Attitudes toward presently available orientation activities for new staff

The attitude section of the instrument (the In-service Training Attitude Scale or ITAS) was pilot-tested with ABE/GED/ESL teachers in Lincoln, Nebraska. The reliability coefficient was determined and final modifications were made. The final reliability coefficient for the ITAS section of the instrument was .70.

The questionnaires were mailed on June 20, 1978. A follow-up mailing was conducted approximately four weeks later. The cut-off date for receiving responses was August 20. At that time 206 of 300 questionnaires had been received. After eliminating those returns for administrators, the number of returns used in data analysis was 167.

Data Analysis. Descriptive statistics were used for the data obtained from Parts I and II. The data obtained from Part I (personal and background information) was analyzed using frequencies and percentages. The information was used to develop the profile of the ABE/GED/ESL teacher in Kansas.

In Part II the descriptive data relating to in-service activities attended and preference for various teaching methods and techniques was analyzed by frequencies and percentages.

In Part III the attitude scale was analyzed by a computation of a mean score for all respondents on each of the sixteen items. The Likert scale established for responses included: strongly disagree = 1, disagree = 2, uncertain = 3, agree = 4, strongly agree = 5. Items #24, 34, 36, 39 and 40 were negatively stated and therefore values were reversed during computer analysis.

Statistical Analysis. To test Hypotheses 2, 4, 7, 8, 10, 11, 12 and 13 the t-test for significant difference of means was employed. Mean scores on the independent variables were compared with mean scores on each

item of the ITAS. The t-test is the statistical test preferred for the comparison of two means.¹

Hypotheses 1, 3, 5, 6, 9, and 14 were tested by use of one-way analysis of variance. One-way analysis of variance provides a statistical procedure that is appropriate for use with two or more groups.²

¹Bruce W. Tuckman, Conducting Educational Research (New York: Harcourt Brace Jovanovich, Inc., 1972), pp. 231-233.

²John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences, 2nd. ed., (New York: Holt, Rinehart and Winston, Inc., 1975), p. 292.

Chapter 4

ANALYSIS OF FINDINGS

The purpose of this chapter is to present the findings and analysis of data relative to the following three areas:

1. Data used to determine the profile of ABE/GED/ESL teachers in Kansas
2. Data relative to past in-service educational activities, use of various teaching methods and techniques, felt competency using the same techniques and methods and the availability of various materials and equipment.
3. Data relative to the significance of attitudes toward in-service education and selected variables.

PROFILE DATA

Personal data revealed that teachers ranged in age from 23-77 with 50% aged 23-42. Of the remaining 50%, 25% were 43-53, 17% were between 54-64 and the remaining 8% between 65-77. Data revealed that 67% of the respondents were female, 75% were married, and 92% were white.

The data concerning education revealed that 85% of respondents had at least a bachelor's degree, with 50% having a Master's degree. Eighty-five percent (85%) listed education as the major area of study. The next largest group (31%) listed the major area of study as the humanities. Eighty-five percent (85%) reported that preparation for teaching had been part of their training.

The data concerning actual teaching experience in an area other than ABE/GED/ESL revealed that 82% of those responding had taught in an

area other than adult basic education. Of those responding, 46% indicated they had been a teacher in an elementary school, 50% in a secondary school. In addition, 15% had taught in a junior college, 8% in a college or university and 3% in a technical institute.

The data concerning work in Kansas ABE revealed that 90% of those responding had been involved in adult basic education teaching for ten years or less. Sixty-five percent (65%) had been involved five years or less and 36% had been involved two years or less. Data concerning present job title revealed that 79% of those responding were teachers. The next largest group were counselors (4.9%), coordinator/teacher (4.3%), and teacher/counselor (4.3%). Twenty-five percent (25%) of the total number of respondents had been employed in adult basic education in a position previous to their present position.

Eighty-one percent (81%) of the respondents worked less than full-time in adult basic education. This includes part-time, temporary or extra-time. Of those working less than full-time, 60% were employed full-time in an area of education, either teaching or administration. The next largest category of area of full-time work was homemaker (12%).

IN-SERVICE ACTIVITIES

Respondents were asked to indicate the number of times in the past two years that they had attended the following activities:

1. Staff development workshops sponsored by Kansas State University's ABE Staff Development Project
2. GED State Conferences
3. Statewide ABE Workshops
4. Statewide ABE Conferences
5. Kansas Adult Education Association Conferences

6. Missouri Valley Adult Education Association Conferences
7. Individual ABE center in-service training programs
8. Other in-service activities

Eighty-two percent (82%) had not attended KSU Staff Development Workshops or GED state conferences in the past two years. Eighty-seven percent (87%) had not attended ABE workshops or conferences in the past two years.

Thirty-two percent (32%) of those responding had attended Kansas Adult Education Association conferences at least once in the past two years while 13% had attended Missouri Valley Adult Education Association conferences at least once.

Sixty percent (60%) of the respondents had attended an in-service program given by the center where they are employed. Nine percent (9%) listed attendance at "other" activities. (For a listing of activities given as "other", see Appendix.)

Respondents were asked to indicate if they belonged to an adult education professional organization and if so, to list which one(s). Thirty percent (30%) of those responding indicated membership in an adult education professional organization. The organizations are shown in the Appendix.

Data concerning credit hours taken in adult education during the past two years revealed that 20% of those responding had taken at least one hour for credit in adult education in the past two years. The range was from one hour to sixty hours. A list of course titles is shown in the Appendix.

TEACHING TECHNIQUES AND METHODS

Respondents were asked to indicate use of the following:

1. One-on-one techniques and methods
2. Group techniques and methods

Sixty-five percent (65%) of respondents indicated use of group techniques and 84% indicated use of one-on-one techniques.

Table 1 shows the percentage response for those respondents who indicated use of one-on-one instruction. The data reveals that textbooks were used either "frequently" or "often" by 64.6%. Programmed texts ranked next with 58.7%. The least often used techniques, those rated "never" or "rarely" were video tapes (79.6%), slides (78.1%), audio tapes (60%), and learning modules (53.9%).

Table 2 relates percentage response to felt competency using the same techniques for one-on-one instruction. Respondents felt most competent using textbooks (99.2% rated "competent" or "very competent") and programmed texts (95%). Respondents felt least competent using video tapes (31% rated "not very competent") and learning modules (26.8%).

Table 3 relates the percentage response of those respondents who indicated they used group instruction in the adult education classroom. Those methods and techniques rated used most often ("frequently" or "often") were the entire class as a work group (65.3%) and small group discussions (57.5%). Those techniques used least often ("never" or "rarely" were video tapes (81.7%), slides (84.3%), film (79.8%) and audio tapes (73.6%).

Table 4 relates the felt competency of respondents for the methods and techniques used for group instruction. For all methods and techniques listed except video tapes, at least 80% rated felt competency as "competent" or "very competent." Competency using video tapes was rated as "not very competent" by 35.4%

Table 1

Responses for One-on-One Instruction Preferences
by Kansas ABE/GED/ESL Teachers

Technique	\bar{X}	Never	Rarely	Sometimes	Frequently	Often	Total
Programmed texts	3.62	10 (7.9%)	10 (7.9%)	32 (25.4%)	40 (31.7%)	34 (27.0%)	126 (100%)
Worksheets prepared by teacher	3.57	6 (4.8%)	6 (4.8%)	43 (38.1%)	42 (33.3%)	24 (19.0%)	126 (100%)
Worksheets commercially prepared	2.91	21 (18.1%)	18 (15.5%)	36 (31.0%)	32 (27.6%)	9 (7.8%)	116 (100%)
Video tapes	1.71	59 (60.2%)	19 (19.4%)	10 (10.2%)	9 (9.2%)	1 (1.0%)	98 (100%)
Slides	1.69	55 (57.3%)	20 (20.8%)	17 (17.7%)	4 (4.2%)	0 (0.0%)	96 (100%)
Audio tapes	2.29	39 (39.0%)	21 (21.0%)	19 (19.0%)	14 (14.0%)	7 (7.0%)	100 (100%)
Learning modules	3.66	46 (45.1%)	9 (8.8%)	24 (23.5%)	13 (12.7%)	10 (9.8%)	65 (100%)
Textbooks	3.85	4 (3.2%)	6 (4.8%)	34 (27.4%)	40 (32.3%)	40 (32.3%)	124 (100%)

Values used to compute mean scores: Never = 1, Often = 5

Table 2

Responses of Felt Competency for One-on-One Instruction
Preferences by Kansas ABE/GED/ESL Teachers

Technique	\bar{X}	Not Very Competent	Competent	Very Competent	Total
Programmed texts	2.36	6 (5.0%)	65 (53.7%)	50 (41.3%)	121 (100%)
Worksheets prepared by teacher	2.63	2 (1.6%)	42 (34.4%)	78 (63.9%)	122 (100%)
Worksheets commercially prepared	2.34	6 (5.2%)	63 (54.8%)	46 (40.0%)	115 (100%)
Video tapes	1.87	28 (31.8%)	43 (48.9%)	17 (19.3%)	88 (100%)
Slides	2.05	15 (18.1%)	49 (59.0%)	19 (22.9%)	83 (100%)
Audio tapes	2.16	15 (16.1%)	48 (51.6%)	30 (32.3%)	93 (100%)
Learning modules	2.02	26 (26.8%)	43 (44.3%)	28 (28.9%)	97 (100%)
Textbooks	2.55	1 (0.8%)	50 (42.4%)	67 (56.8%)	118 (100%)

Values used to compute mean scores: Not Very Competent = 1, Competent = 2, Very Competent = 3

Table 3
Responses for Group Instruction Preferences by
Kansas ABE/GED/ESL Teachers

Technique	\bar{X}	Never	Rarely	Sometimes	Frequently	Often	Total
Lecture only	2.66	24 (25.0%)	31 (32.3%)	37 (28.1%)	11 (11.5%)	3 (3.1%)	96 (100%)
Small group	3.65	0 (0.0%)	5 (5.0%)	38 (37.6%)	45 (44.5%)	13 (12.9%)	101 (100%)
Entire class as a work group	3.76	2 (2.1%)	6 (6.3%)	25 (26.3%)	42 (44.2%)	20 (21.1%)	95 (100%)
Lecture with other media	2.54	20 (22.5%)	23 (25.8%)	30 (33.7%)	10 (11.2%)	6 (6.7%)	89 (100%)
Film	1.74	42 (50.0%)	25 (27.7%)	14 (16.1%)	3 (3.6%)	0 (0.0%)	84 (100%)
Slides	1.65	47 (56.6%)	23 (27.7%)	9 (10.8%)	3 (3.6%)	1 (1.2%)	83 (100%)
Audio tapes	1.91	42 (48.3%)	22 (25.3%)	14 (16.1%)	7 (8.0%)	2 (2.3%)	87 (100%)
Video tapes	1.61	53 (64.6%)	14 (17.1%)	9 (11.0%)	6 (7.3%)	0 (0.0%)	82 (100%)

Values used to compute mean scores: Never = 1, Often = 5

Table 4

Responses of Felt Competency for Group Instruction Preferences
by Kansas ABE/GED/ESL Teachers

Technique	\bar{X}	Not Very Competent	Competent	Very Competent	Total
Lecture	2.38	4 (4.1%)	53 (54.1%)	41 (41.8%)	98 (100%)
Small group	2.53	0 (0.0%)	49 (46.7%)	56 (53.3%)	105 (100%)
Entire class as a work group	2.52	0 (0.0%)	47 (48.0%)	51 (52.0%)	98 (100%)
Overhead projector	2.29	10 (11.0%)	44 (48.4%)	37 (40.7%)	91 (100%)
Film projector	2.24	11 (12.6%)	44 (50.6%)	32 (36.8%)	87 (100%)
Slide projector	2.25	9 (10.6%)	46 (54.1%)	30 (35.3%)	85 (100%)
Audio tapes	2.21	13 (14.8%)	43 (48.9%)	32 (36.4%)	88 (100%)
Video tapes	1.88	29 (35.4%)	34 (41.5%)	19 (23.2%)	82 (100%)

Values used to compute mean scores: Not Very Competent = 1, Competent = 2, Very Competent = 3

Table 5

Responses for Accessibility of Equipment and Materials
by Kansas ABE/GED/ESL Teachers

Equipment or Materials	Not Accessible	Accessible	Total
Textbooks	1 (0.7%)	148 (99.3%)	149 (100%)
Worksheets	7 (4.9%)	136 (95.1%)	143 (100%)
Video tapes	69 (54.3%)	58 (45.7%)	127 (100%)
Audio tapes	40 (31.0%)	89 (69.0%)	129 (100%)
Learning modules	55 (43.3%)	72 (56.7%)	127 (100%)
Film projector	38 (29.0%)	93 (71.0%)	131 (100%)
Slide projector	43 (33.1%)	87 (66.9%)	130 (100%)
Overhead projector	39 (29.8%)	92 (70.2%)	131 (100%)

Table 5 presents data on the accessibility of the materials and equipment necessary for utilization of the methods and techniques studied. Almost all respondents had access to textbooks (99.3%) and worksheets (95.5%). Film and overhead projectors were available to over 70% of the respondents. Video tape equipment was the least accessible with 54.3% indicating that it was not accessible.

ATTITUDES TOWARD IN-SERVICE ACTIVITIES

In order to determine significance of the difference between attitudes toward in-service activities and selected independent variables, the following hypotheses were tested:

H₁: There is no significant difference between age of ABE/GED/ESL personnel and attitudes toward in-service education.

H₂: There is no significant difference between sex of ABE/GED/ESL personnel and attitudes toward in-service education.

H₃: There is no significant difference between marital status of ABE/GED/ESL personnel and attitudes toward in-service education.

H₄: There is no significant difference between race of ABE/GED/ESL personnel and attitudes toward in-service education.

H₅: There is no significant difference between educational level of ABE/GED/ESL personnel and attitudes toward in-service education.

H₆: There is no significant difference between post-secondary degree major of ABE/GED/ESL personnel and attitudes toward in-service education.

H₇: There is no significant difference between preparation for teaching of ABE/GED/ESL personnel and attitudes toward in-service education.

H₈: There is no significant difference between teaching in an area other than ABE/GED/ESL by ABE/GED/ESL personnel and attitudes toward in-service education.

H₉: There is no significant difference between length of time in Kansas adult basic education of ABE/GED/ESL personnel and attitudes toward in-service education.

H₁₀: There is no significant difference between present job title of ABE/GED/ESL personnel and attitudes toward in-service education.

H₁ : There is no significant difference between previous job titles of 11 ABE/GED/ESL personnel and attitudes toward in-service education.

H₁₂ : There is no significant difference between work status of ABE/GED/ESL personnel and attitudes toward in-service education.

H₁₃ : There is no significant difference between membership in a professional adult education organization by ABE/GED/ESL personnel and attitudes toward in-service education.

H₁₄ : There is no significant difference between enrollment in credit hours in adult education by ABE/GED/ESL personnel and attitudes toward in-service education.

A mean score for each of the sixteen items of the ITAS was determined using values of 5 = strongly agree to 1 = strongly disagree. Items #27, 34, 36, 39 and 40 were negatively worded and values were reversed when data analysis was performed.

The statistical procedures used for the analysis of data were the t-test for significant difference of means for variables which were divided into two groups and one-way analysis of variance for variables divided into more than two groups. The level of significance for rejecting the null hypothesis was .05.

Table 6

Analysis of Variance Between Age and Attitudes Toward
In-Service Education by ABE/GED/ESL Personnel

Source	df	Sum of Squares	Mean Squares	F Ratio	p
Between Groups	2	0.1917	0.0958	1.109	N.S.
Within Groups	159	13.7363	0.0864		
Total	161	13.9280			

Age. Age of respondents was divided into three groups: (1) 23-35, (2) 36-49, (3) 50-77. The findings in Table 6 show that there is no significant difference between age of ABE/GED/ESL personnel and attitudes toward in-service education.

Sex. Table 7 data shows that there was no significant difference between sex (group 1 = male, group 2 = female) of ABE/GED/ESL personnel and attitudes toward in-service education.

Table 7

T-test for Significant Difference of Means Between Sex
and Attitudes Toward In-Service Education
by ABE/GED/ESL Personnel

Source	Number of Cases	Mean	S.D.	t	df	p
Group 1	53	3.5207	0.267	1.15	163	N.S.
Group 2	112	3.5777	0.310			

Marital status. Marital status of respondents was divided into three groups: (1) married, (2) single, (3) other. Table 8 data shows that there was no significant difference between marital status of ABE/GED/ESL personnel and attitudes toward in-service education.

Race. Race of respondents was divided into two groups: (1) white and (2) non-white. The data in Table 9 shows that there was no significant difference between race of ABE/GED/ESL personnel and attitudes toward in-service education.

Table 8

Analysis of Variance Between Marital Status and Attitudes
Toward In-Service Education by ABE/GED/ESL Personnel

Source	df	Sum of Squares	Mean Squares	F Ratio	p
Between Groups	2	0.1013	0.0506	0.570	N.S.
Within Groups	162	14.3921	0.0888		
Total	164	14.4934			

Table 9

T-test for Significant Difference of Means Between Race
and Attitudes Toward In-Service Education
by ABE/GED/ESL Personnel

Source	Number of Cases	Mean	S.D.	t	df	p
Group 1	152	3.5679	0.290	1.26	163	N.S.
Group 2	13	3.4599	0.373			

Educational level. Educational level of participants was divided into three groups: (1) less than a bachelor's degree, (2) bachelor's degree and (3) master's degree and additional hours. The data in Table 10 show that there was no significant difference between educational of ABE/GED/ESL personnel and attitudes toward in-service education.

Table 10

Analysis of Variance Between Educational Level and Attitudes
Toward In-Service Education by ABE/GED/ESL Personnel

Source	df	Sum of Squares	Mean Squares	F Ratio	p
Between Groups	2	0.0441	0.0220	0.246	N.S.
Within Groups	161	14.4490	0.0897		
Total	163	14.4931			

Post-Secondary Degree Major. Area of post-secondary degree major was divided into three groups: (1) humanities, social sciences, theology, and history, (2) education and (3) business, natural sciences, mathematics and industrial arts. The data in Table 11 reveal that there was no significant difference between area of educational major of ABE/GED/ESL personnel and attitudes toward in-service education.

Table 11

Analysis of Variance Between Post-Secondary Degree Major and
Attitudes Toward In-Service Education by
ABE/GED/ESL Personnel

Source	df	Sum of Squares	Mean Squares	F Ratio	p
Between Groups	2	0.0672	0.0336	0.451	N.S.
Within Groups	98	7.3054	0.0745		
Total	100	7.3726			

Preparation for Teaching. Preparation for teaching as a part of formal educational training was dicotomized into "Yes" and "No" groups. Table 12 data shows that there was no significant difference between formal preparation for teaching of ABE/GED/ESL personnel and attitudes toward in-service education.

Table 12

T-test for Significant Difference of Means Between Preparation for Teaching and Attitudes Toward In-Service Education by ABE/GED/ESL Personnel

Source	Number of Cases	Mean	S.D.	t	df	p
Group 1	141	3.5540	0.291	0.76	158	N.S.
Group 2	19	3.6090	0.351			

Teaching in an Area Other Than ABE/GED/ESL. Data concerning teaching in an area other than ABE/GED/ESL was dicotomized into "Yes" and "No" groups. Table 13 data show that there was no significant difference between teaching in an area other than ABE/GED/ESL and attitudes toward in-service education.

Length of Time in Kansas ABE. Length of time teaching in Kansas adult basic education was divided into three groups: (1) one-two years, (2) three-five years, and (3) six-fifteen years. The data in Table 14

show that there was no significant difference between length of time teaching in Kansas ABE and attitudes toward in-service education.

Table 13

T-test for Significant Difference of Means Between Teaching
in an Area Other Than ABE/GED/ESL and Attitudes
Toward In-Service Education

Source	Number of Cases	Mean	S.D.	t	df	p
Group 1	136	3.5597	0.290	0.80	153	N.S.
Group 2	19	3.5022	0.316			

Table 14

Analysis of Variance Between Length of Time in Kansas
ABE and Attitudes Toward In-Service Education
by ABE/GED/ESL Personnel

Source	df	Sum of Squares	Mean Squares	F Ratio	p
Between Groups	2	0.0667	0.0334	0.375	N.S.
Within Groups	162	14.4267	0.0891		
Total	164	14.4934			

Present Job Title. Present job title in ABE/GED/ESL was divided into two groups: (1) teachers and (2) other. The data in Table 15 reveal that there was no significant difference between present job title in ABE/GED/ESL and attitudes toward in-service education.

Table 15

T-test for Significant Difference of Means Between Present
Job Title and Attitudes Toward In-Service
Education by ABE/GED/ESL Personnel

Source	Number of Cases	Mean	S.D.	t	df	p
Group 1	129	3.5502	0.309	0.51	160	N.S.
Group 2	33	3.5795	0.225			

Previous Job Titles in ABE/GED/ESL. Previous job titles in ABE/GED/ESL were divided into two groups: (1) teacher and (2) other. Table 16 data show that there was no significant difference between previous job titles in ABE/GED/ESL and attitudes toward in-service education.

Work Status. Work status in ABE/GED/ESL was divided into two groups: (1) full-time and (2) less than full-time. The data in Table 17 reveal that there was no significant difference between work status and attitudes toward in-service education.

Table 16

T-test for Significant Difference of Means Between Previous
Job Title and Attitudes Toward In-Service Education
by ABE/GED/ESL Personnel

Source	Number of Cases	Mean	S.D.	t	df	p
Group 1	27	3.6188	0.270	0.89	40	N.S.
Group 2	15	3.5369	0.311			

Table 17

T-test for Significant Difference of Means Between Work Status
and Attitudes Toward In-Service Education
by ABE/GED/ESL Personnel

Source	Number of Cases	Mean	S.D.	t	df	p
Group 1	31	3.6451	0.246	1.82	158	N.S.
Group 2	129	3.5367	0.309			

Membership in a Professional Adult Education Organization.

Membership in a professional adult education organization was divided into two groups: (1) Yes and (2) No. Data in Table 18 show that there was a significant difference between membership in a professional organization and attitudes toward in-service education.

Table 18

T-test for Significant Difference of Means Between Membership
in a Professional Adult Education Organization and
Attitudes Toward In-Service Education by
ABE/GED/ESL Personnel

Source	Number of Cases	Mean	S.D.	t	df	p
Group 1	50	3.6266	0.261	2.37	155	.02
Group 2	107	3.5151	0.280			

Enrollment in Credit Hours in Adult Education. Credit hours in adult education courses were divided into three groups: (1) one to three hours, (2) four to eleven hours and (3) twelve to sixty hours. Data in Table 19 show that there was no significant difference between credit hours taken in adult education in the past two years and attitudes toward in-service education.

Table 19

Analysis of Variance Between Credit Hours In Adult Education
and Attitudes Toward In-Service Education by
ABE/GED/ESL Personnel

Source	df	Sum of Squares	Mean Squares	F Ratio	p
Between Groups	2	0.0965	0.0483	0.888	N.S.
Within Groups	31	1.6853	0.0544		
Total	33	1.7818			

OVERALL ITAS RESPONSES

A summary of respondents' responses to ITAS items is shown in Table 20. Sixty-seven percent (67%) of respondents felt that professional competence is strengthened by attendance at in-service activities and 76% felt that ABE/GED/ESL teachers should participate in in-service activities. The item concerning salary being based on participation in in-service training revealed no agreement. Thirty-two percent (32%) agreed that salary should be based on in-service participation and 44% disagreed, with 23% uncertain.

On the item concerning the value of statewide ABE/GED conferences as in-service activities 49% were uncertain of the value. Sixty-one percent disagreed with the item concerning a dislike of most in-service activities. Two items concerned orientation activities for new teachers. Eighty-three percent (83%) of respondents indicated a need for special activities for new teachers and 66% indicated that new teachers are not presently given an adequate orientation.

Table 20

Responses by Item to the In-Service Training Attitude Scale (ITAS)

Item	\bar{X}	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
1. Inservice education should relate directly to problems I encounter working with adult students.	4.13	2 (1.2%)	11 (6.9%)	6 (3.7%)	86 (53.7%)	55 (34.4%)	160 (100%)
2. Professional competence is strengthened by attendance at inservice activities.	3.75	6 (3.7%)	7 (4.3%)	40 (24.8%)	77 (47.8%)	31 (19.3%)	161 (100%)
3. Past inservice activities I have attended have not been relevant to my needs.	3.89	12 (8.6%)	56 (40.3%)	35 (25.2%)	29 (20.9%)	7 (5.0%)	139 (100%)
4. One of the most important ways to judge the effectiveness of an inservice program is whether one uses what he/she has learned.	4.10	0 (0.0%)	7 (4.3%)	9 (5.6%)	106 (65.8%)	39 (24.2%)	161 (100%)
5. An ABE/GED/ESL teacher should participate in in-service activities.	3.92	1 (0.6%)	11 (6.8%)	26 (16.0%)	85 (52.5%)	39 (24.1%)	162 (100%)
6. Each inservice program should have specific objectives.	4.34	0 (0.0%)	1 (0.6%)	1 (0.6%)	103 (62.4%)	60 (36.4%)	165 (100%)
7. My salary should be partially based on my participation in in-service training.	2.82	21 (13.1%)	50 (31.3%)	37 (23.1%)	41 (25.6%)	11 (6.9%)	160 (100%)

Item	\bar{X}	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
8. I should receive reimbursement for expenses I incur while attending in-service training.	4.06	1 (0.6%)	2 (1.2%)	26 (16.2%)	89 (55.6%)	42 (26.2%)	160 (100%)
9. Statewide ABE/GED conferences usually provide valuable in-service types of activities.	3.43	1 (0.7%)	8 (5.3%)	74 (49.0%)	61 (40.4%)	7 (4.6%)	151 (100%)
10. Very few concepts and skills taught in in-service programs can be transferred to my work with ABE/GED/ESL students.	3.41	14 (9.0%)	61 (39.1%)	58 (37.2%)	20 (12.8%)	3 (1.9%)	156 (100%)
11. An opportunity to become acquainted with new teaching practices or innovative programs motivates me.	4.15	0 (0.0%)	5 (3.1%)	6 (3.7%)	109 (67.7%)	41 (25.5%)	161 (100%)
12. I do not like to attend most in-service activities.	3.47	24 (15.2%)	72 (45.6%)	23 (14.6%)	33 (20.9%)	6 (3.8%)	158 (100%)
13. Inservice programs should include special orientation for new teachers.	3.96	0 (0.0%)	8 (4.9%)	20 (12.3%)	104 (64.2%)	30 (18.5%)	162 (100%)
14. If I were involved in planning in-service programs, my commitment to them would be greater.	3.24	3 (1.9%)	35 (22.4%)	47 (30.1%)	64 (41.0%)	7 (4.5%)	156 (100%)
15. New ABE/GED/ESL teachers are often not given an adequate orientation.	2.22	0 (0.0%)	17 (10.9%)	36 (23.1%)	67 (42.9%)	36 (23.1%)	156 (100%)
16. Inservice programs are often too theoretical and not applicable to my situation.	2.85	2 (1.3%)	38 (25.0%)	59 (38.8%)	41 (27.0%)	12 (7.9%)	152 (100%)

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study and results reported in Chapter 4; conclusions derived from the findings and recommendations based on the findings and conclusions of the study.

SUMMARY OF FINDINGS

The purpose of this study was to obtain information relative to characteristics of Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL) personnel in Kansas.

More specifically, the research sought to:

1. Determine characteristics of ABE/GED/ESL personnel relative to age, sex, marital status, race, highest level of education, major field of study, formal preparation for teaching, years of teaching in ABE/GED/ESL, present job title, previous job titles, work status, area of full-time work, membership in a professional adult education organization, past in-service training attended, credit hours in adult education courses and the use and felt competency of various teaching techniques and methods.
2. Measure attitudes of ABE/GED/ESL personnel toward in-service education relative to past experiences, professional competence, relationship of salary to attendance at in-service activities, reimbursement procedures, orientation of new teachers, content of in-service activities, value of state

conferences as in-service activities, the necessity of attending in-service activities, teacher involvement in planning of in-service activities.

The study was conducted by mailed questionnaire to 300 persons who had previously been identified as the entire population working in ABE/GED/ESL in Kansas. A return rate of 68% was received.

The results of the personal and background information were analyzed using frequencies and percentages and the profile of ABE/GED/ESL personnel in Kansas was developed from this data.

The descriptive data on in-service activities attended and preference and felt competencies using various techniques and methods were analyzed by frequencies and percentages.

To test for significant relationships between mean scores on the ITAS and selected variables, the t-test for significant difference of means and the one-way analysis of variance was used.

Analysis of the results concerning ABE/GED/ESL personnel showed that respondents were 67% female, 92% white, 75% married and 50% aged 23-42.

Data concerning education attained revealed 85% possessed at least a bachelor's degree, 50% having a master's degree, 85% listed education as the major area of study and 85% had formal preparation for teaching as part of the educational training. Eighty-two percent (82%) had taught in an area other than ABE/GED/ESL. Ninety percent (90%) had been involved for two years or less. Present job title in ABE revealed that 79% were teachers with only 25% having had a job in adult basic

education other than the one presently held.

Eighty-one percent (81%) worked less than full-time in the present job. Of this 81%, 60% were employed full-time in an area of education.

Analysis of data concerning attendance at various in-service training sessions revealed that 82% had not attended Kansas State University Staff Development Workshops or GED state conferences in the past two years and 87% had not attended statewide ABE workshops or conferences in the past two years. Thirty-two percent (32%) had attended Kansas Adult Education Association conferences at least once in the past two years and thirteen percent (13%) had attended Missouri Valley Adult Education Association conferences at least once in the past two years. Sixty percent (60%) had attended in-service training sponsored by the center where employed at least once in the past two years. Thirty percent (30%) of respondents indicated membership in an adult education professional organization. Twenty percent (20%) had taken at least one hour of credit in adult education in the past two years.

Analysis of data relative to use and felt competency of various methods and techniques revealed that eighty-four percent (84%) of the respondents used one-on-one instruction while 65% indicated they used group instruction. The percentages add up to more than 100% indicating use of both types of instruction by some respondents.

The analysis of data for users of one-on-one instruction indicated that textbooks (64% rated "frequently" or "often") and programmed texts (58.7%) were used most frequently. Rated "never" or "rarely" were video tapes (79.6%), slides (78.1%), audio tapes (60%), and learning modules (53.9%). Respondents felt most competent using textbooks (99.2% rated

"very competent" or "competent") teacher prepared worksheets (98.3%) and programmed texts (95%). Respondents felt least competent using video tapes (31% rated "not very competent") and learning modules (26.8%).

Analysis of data for users of group instruction revealed that respondents used the entire class as a work group most frequently (65.3% rated "frequently" or "often"), next most frequent was use of small group discussion (57%). Least often used were slides (84.3% rated "never" or "rarely"), video tapes (81.7%), film (79.8%), and audio tapes (73.6%). Respondents felt competent (80% rated "very competent" or "competent") using all methods and techniques for group instruction except video tapes. Felt competency using video tapes was rated "not very competent" by 35.4% of the respondents.

Data analysis of accessibility of equipment and materials necessary for utilization of the methods and techniques described above revealed that at least 65% of respondents had access to all equipment and materials listed except video tape equipment (54.3% not accessible), and learning modules (43.3% not accessible). Textbooks and worksheets were the most accessible (99.3% and 95.1% respectively).

Analysis of data concerning the difference of scores on the ITAS and selected variables is shown in Table 21.

As shown, all null hypotheses were retained, except for H_{13} which was rejected.

Table 21

Summary of Hypotheses Tested Relative to Selected Variables
and Attitudes Toward In-Service Education by
ABE/GED/ESL Personnel in Kansas

Hypothesis	Outcome
H ₁ : Age	Retained
H ₂ : Sex	Retained
H ₃ : Marital status	Retained
H ₄ : Race	Retained
H ₅ : Educational level	Retained
H ₆ : Post-secondary degree major	Retained
H ₇ : Preparation for teaching	Retained
H ₈ : Teaching in other area	Retained
H ₉ : Length of time in ABE	Retained
H ₁₀ : Present job title	Retained
H ₁₁ : Previous job titles	Retained
H ₁₂ : Work status	Retained
H ₁₃ : Membership in professional organization	Rejected p=.02
H ₁₄ : Enrollment in adult education credit courses	Retained

CONCLUSIONS

The following conclusions are based on the results of this study:

1. The profile of the typical adult basid educator in Kansas ABE/GED/ESL was a teacher, female, married, white, aged 23-42 with at least a bachelor's degree in education who had taught in an area other than adult basic education, primarily elementary or secondary education. This person was employed in ABE part-time for less than ten years and was employed full-time in an area of education.
2. Attendance at in-service training activities was usually limited to participation in activities sponsored by the individual's center. The majority of respondents do not belong to an adult education professional organization and have not taken any hours of adult education credit courses in the past two years.

The findings of this study support the basic known fact that ABE personnel are part-time employees who are employed full-time as teachers of children. Adult basic education teachers do not consider their part-time job of teaching adults a profession as indicated by their lack of membership in professional organizations. Because of the scope of this study, interaction of variables was not studied. It would be interesting for future research to determine if there is a relationship between full-time work status in adult basic education and membership in professional organizations. Do adult educators only consider themselves professionals when they are employed full-time?

Teachers attend in-service activities at the center where they are employed for three possible reasons:

- (a) it is more convenient
- (b) the topics covered are more relevant to problems actually encountered in the classroom and
- (c) they are required to do so

Centers function in Kansas in a fairly autonomous fashion. Therefore, teachers are not required to attend in-service activities sponsored by the State Department of Education or 309 Projects. Center directors, may however, require attendance at local center in-service sessions.

Adult basic education programs in Kansas can be either walk-in or structured class programs. Teaching techniques used may be determined by the type of center where the teacher is employed.

Student in walk-in programs receive one-on-one instruction, i.e., they work on their own in a textbook or workbook and the teacher is there to help when needed. The one-on-one techniques used most in this study, textbooks and programmed texts, support this.

RECOMMENDATIONS

1. Data from this study show that presently employed ABE/GED/ESL teachers see themselves as highly educated in the use of a variety of teaching methods and techniques. Those teaching are elementary and secondary education teachers, however and are not trained as adult educators. It is recommended that competencies needed for adult basic education teachers be assessed and the degree to which Kansas teachers

have these competencies determined with the intention of creating a cadre of well-qualified professional teachers of adults.

2. In-service activities should be designed to deal with the needed competencies as assessed in (1) above. Because of the high educational level of Kansas teachers, individual professional development plans should be developed with a wide variety of activities available both locally and through professional organizations to facilitate professional development.

3. Attitude data revealed that 49% of respondents were unsure of the value of state sponsored ABE/GED conferences. Conference planners should assess the needs of the teaching force in light of this study and plan conferences which meet those needs. Conferences should have as a major purpose the facilitation of professional development of Kansas adult educators.

4. A majority of respondents felt that orientation for new teachers was inadequate. The State Department of Education should sponsor a 309 Project designed to provide orientation for new teachers. This program could be delivered regionally in the fall of each year. First-year teachers should be required to attend as a condition of employment.

5. Membership in professional organizations by ABE/GED/ESL teachers is very low (30%). Adult education professional organizations in Kansas need to be more actively involved with the professional development of adult basic educators. Involvement should include investigation

of the certification question, cooperation in developing the recommended teacher competencies, and creative program development for conferences taking into account the findings of this study. Task forces may need to be created to investigate some or all of the above.

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APPENDIX



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

June 30, 1978

Dear Kansas Adult Educator:

Enclosed with this letter is a survey being conducted for my office by the Adult Basic Education Staff Development Project at Kansas State University. Ms. Patricia Christensen is the person conducting this research.

The purpose of this study is to gather information not previously known about you, the ABE/GED/ESL teacher in Kansas. This information will allow us to know you better and to help you plan your inservice training activities.

The individual questionnaires will be treated as confidential information. For the study, all of the responses will be grouped together and not reported as individual responses. All of the questionnaires will be destroyed after the data is tabulated.

Please take the time to complete the questionnaire within the next 10 days and return it in the enclosed stamped envelope. It is anticipated that the results will be available September 1. If you desire the results, please contact Ms. Christensen at the following address:

Adult Basic Education Project
302 Fairchild Hall
Kansas State University
Manhattan, KS 66506
913-532-6553

I encourage you to participate in this worthwhile study and thank you for your cooperation.

Sincerely yours,

W. W. Lee, Specialist
Adult Education Unit
Postsecondary Administration

WWL/dln



Department of Adult and
Occupational Education

College of Education
Holton Hall
Manhattan, Kansas 66506
913-532-5535

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July 14, 1978

Hello again!

As you will recall, I am conducting a survey of Kansas ABE/GED/ESL teachers. I feel that this is an important study and one that will be of value to you, the adult educator. Although the response to my initial mailing was good, your questionnaire has not been received.

I realize that this is a busy time of year and that you may have been on vacation, but in order for the results to have meaning for all of us in Kansas adult education, we need the information that you can give us.

Please take 10 minutes and complete the enclosed questionnaire and return it in the stamped envelope. If by chance, your questionnaire and this letter cross in the mail, THANK YOU VERY MUCH.

If you have any questions, please contact me.

Sincerely,

A handwritten signature in cursive script that reads "Patricia Christensen".

Patricia Christensen
Researcher
Adult Basic Education Project
913-532-6553

ABE/GED/ESL TEACHER SURVEY

This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results.

You will notice a code number in the upper right hand corner of this page of the survey. This number is to facilitate a follow-up mailing in case the number of responses is low. This number will not be associated with your name for any other purposes. After you have returned the questionnaire, the number will be marked off, and you will not be bothered by follow-up mailings. As the questionnaires are returned, they will be coded and the original questionnaires destroyed. Your confidentiality is guaranteed.

This survey is designed to be completed by teachers, counselors, aides, secretarial support staff and anyone who is involved with the adult learners at the centers. It is not designed for completion by those who serve in an administrative capacity only. If you are an administrator and do not teach or serve in one of the categories listed above, please check the box below and return the questionnaire in the enclosed envelope. Even though you are not completing the questionnaire, we need to have it returned.

☐ I am solely an administrator in ABE/GED/ESL

DIRECTIONS: Please complete the following questions by either checking the appropriate answer or by filling in the blanks. If you are not a teacher, and some of the questions do not pertain to you, please skip them and go on through the questionnaire. All persons should complete Questions 25-40 as well as any others that apply. Thank you.

1. What is your age? _____
2. Male _____ Female _____
3. Marital status:

_____ Married	_____ Divorced	_____ Widowed
_____ Single	_____ Separated	
4. Race/Ethnic Group:

_____ White	_____ American Indian
_____ Black	_____ Oriental
_____ Mexican American	_____ Other: _____
5. What is your highest level of education:

_____ 8th grade or less	_____ Associate Degree
_____ High school graduate or GED	_____ Bachelor's Degree
_____ Post-secondary certificate or diploma	_____ Master's Degree
_____ Some college	_____ Doctoral Degree
_____ Other Specify: _____	
6. If you have a post-secondary degree, what was your major field of study?
(If you have more than one degree, please list all that apply.)

7. Was preparation for teaching a part of your training?
 _____ Yes
 _____ No
8. Have you been a teacher in areas other than ABE/GED/ESL?
 _____ Yes _____ No
 If yes, which areas?

_____ Elementary	_____ Technical Institute/AVTS
_____ Secondary	_____ Four-year college or university
_____ Junior/Community College	_____ Other Specify: _____
9. How long have you worked in ABE/GED/ESL in Kansas?
 _____ years _____ months
10. If you have worked in ABE/GED/ESL in another state, how long?
 _____ years _____ months

11. What is your present job title in ABE/GED/ESL (Example: teacher, counselor)?

12. What previous adult education job titles have you had? (Please list)

13. Is your present work as an ABE/GED/ESL teacher? (Please check only one)

_____ Full-time _____ Extra-time (substitute only or on call)
_____ Part-time _____ Other Specify: _____
_____ Temporary

14. If your work in ABE/GED/ESL is part-time, what is your full-time work?

15. Which of these training sessions have you attended in the past TWO YEARS and approximately how many times?

	<u>Yes</u>	<u>No</u>	<u>Number of Different Times Attended</u>
KSU Staff Development Workshops such as Teaching Adults and Adult Counseling	_____	_____	_____
GED State Conferences	_____	_____	_____
Statewide ABE Workshops such as Counseling by Telephone	_____	_____	_____
Statewide ABE Conferences	_____	_____	_____
Kansas Adult Education Association Conferences	_____	_____	_____
Missouri Valley Adult Education Association Conferences	_____	_____	_____
Inservice training programs spon- sored by your center or cluster	_____	_____	_____
Other Specify: _____	_____	_____	_____

16. Do you belong to an Adult Education professional organization?

_____ Yes _____ No

If yes, please list which one(s):

17. Have you enrolled in adult education credit courses given by a college or university in the past TWO YEARS?

_____ Yes _____ No

If yes, how many credit hours in adult education have you completed?

_____ hours

18. What colleges or universities sponsored these courses and what were the approximate course titles?

College/University

Course Title

_____	_____
_____	_____
_____	_____
_____	_____

19. With ABE/GED/ESL students, I use the following techniques:

Group instruction techniques _____ Yes _____ No

One-on-one techniques _____ Yes _____ No

If you use only group instruction techniques, please go to Question #22.

If you are not involved in teaching, please go to Question #25.

20. How often do you use the following for one-on-one instruction?

	<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Frequently</u>	<u>Often</u>
Programmed texts	_____	_____	_____	_____	_____
Worksheets prepared by you, the teacher	_____	_____	_____	_____	_____
Worksheets commercially prepared	_____	_____	_____	_____	_____
Video tapes	_____	_____	_____	_____	_____
Slides	_____	_____	_____	_____	_____
Audio tapes	_____	_____	_____	_____	_____
Learning modules	_____	_____	_____	_____	_____
Textbooks	_____	_____	_____	_____	_____

21. I feel competent using the following methods and materials:

	<u>Not Very Competent</u>	<u>Competent</u>	<u>Very Competent</u>
Programmed texts	_____	_____	_____
Worksheets prepared by me, the teacher	_____	_____	_____
Worksheets commercially prepared	_____	_____	_____
Video tapes	_____	_____	_____
Slides	_____	_____	_____
Audio tapes	_____	_____	_____
Learning modules	_____	_____	_____
Textbooks	_____	_____	_____

22. How often do you use the following methods for group instruction:
If you use only one-on-one instruction, go to Question #24.

	<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Frequently</u>	<u>Often</u>
Lecture only	_____	_____	_____	_____	_____
Small group discussion	_____	_____	_____	_____	_____
Entire class as a work group	_____	_____	_____	_____	_____
Lecture with other media	_____	_____	_____	_____	_____
Film	_____	_____	_____	_____	_____
Slides	_____	_____	_____	_____	_____
Audio tapes	_____	_____	_____	_____	_____
Video tapes	_____	_____	_____	_____	_____

23. I feel competent using the following methods and equipment:

	<u>Not Very Competent</u>	<u>Competent</u>	<u>Very Competent</u>
Lecture	_____	_____	_____
Small group discussion	_____	_____	_____
Entire class discussion	_____	_____	_____
Overhead projector	_____	_____	_____
Film projector	_____	_____	_____
Slide projector	_____	_____	_____
Audio tapes	_____	_____	_____
Video tapes	_____	_____	_____

24. I have access to the following equipment and materials.

	<u>Not accessible</u>	<u>Accessible</u>
Textbooks	_____	_____
Worksheets	_____	_____
Video tape	_____	_____
Audio tape	_____	_____
Learning modules	_____	_____
Film projector	_____	_____
Slide projector	_____	_____
Overhead projector	_____	_____

EVERYONE, BOTH TEACHERS AND NON-TEACHERS, SHOULD NOW COMPLETE QUESTIONS 25-40.

The following statements deal with inservice training for ABE/GED/ESL teachers in Kansas. Please circle the response which most nearly describes YOUR feelings.

SD = Strongly Disagree, D = Disagree, U = Uncertain, A = Agree, SA = Strongly Agree

- | | | | | | |
|---|----|---|---|---|----|
| 25. Inservice education should relate directly to problems I encounter working with adult students. | SD | D | U | A | SA |
| 26. Professional competence is strengthened by attendance at inservice activities. | SD | D | U | A | SA |
| 27. Past inservice activities I have attended have not been relevant to my needs. | SD | D | U | A | SA |
| 28. One of the most important ways to judge the effectiveness of an inservice program is whether one uses what they have learned. | SD | D | U | A | SA |
| 29. An ABE/GED/ESL teacher should participate in inservice activities. | SD | D | U | A | SA |
| 30. Each inservice program should have specific objectives. | SD | D | U | A | SA |
| 31. My salary should be partially based on my participation in inservice activities. | SD | D | U | A | SA |
| 32. I should receive reimbursement for expenses I incur while attending inservice training. | SD | D | U | A | SA |
| 33. Statewide ABE/GED conferences usually provide valuable inservice types of activities. | SD | D | U | A | SA |
| 34. Very few concepts and skills taught in inservice programs can be transferred to my work with ABE/GED/ESL students. | SD | D | U | A | SA |
| 35. An opportunity to become acquainted with new teaching practices or innovative programs motivates me. | SD | D | U | A | SA |
| 36. I do not like to attend most inservice activities. | SD | D | U | A | SA |
| 37. Inservice programs should include special orientation activities for new teachers. | SD | D | U | A | SA |
| 38. If I were involved in the planning of inservice programs, my commitment to them would be greater. | SD | D | U | A | SA |
| 39. New ABE/GED/ESL teachers are often not given an adequate orientation. | SD | D | U | A | SA |
| 40. Inservice programs are often too theoretical and not applicable to my situation. | SD | D | U | A | SA |

THANK YOU VERY MUCH! Please return the survey in the enclosed envelope.

KANSAS ABE/GED DIRECTORS

John Mills
Bonner Springs, Kansas

John Ames
Lawrence, Kansas

Dee Baxter
Wichita, Kansas

Jim Lenz
Dodge City, Kansas

Roy Moriconi
Paola, Kansas

Clint Hammer
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Virgil Volland
Junction City, Kansas

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Harvey Davidson
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Atchison, Kansas

Sr. Peter Perry
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Great Bend, Kansas

Edward Berger
Liberal, Kansas

KANSAS ABE/GED DIRECTORS (CONTINUED)

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Salina, Kansas

Harry Mallard
Ottawa, Kansas

Larry Devane
Overland Park, Kansas

Roy Johnson
Osawatomie, Kansas

August Bohm
Concordia, Kansas

Dennis Delay
Council Grove, Kansas

Adult Education Credit Courses Taken by Respondents
In the Past Two Years

Adult Counseling
Techniques for Teaching Adults
Counseling
Introduction to Adult Education
Trends in Adult Education
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Program Planning in Adult Education
Telephone Counseling for Adults
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Health Education Curriculum Development

ATTITUDES OF KANSAS ABE/GED/ESL TEACHERS
TOWARD IN-SERVICE EDUCATION

by

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B.A., Kansas State University, 1975

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1978

The purpose of this study was to determine a profile of ABE/GED/ESL personnel in Kansas and to measure attitudes of this population toward in-service educational activities.

The study was conducted by mailed questionnaire to 300 persons previously identified as the entire population of ABE/GED/ESL personnel in Kansas. The instrument was designed by the researcher with a panel of experts and was composed of three main parts. The first part concerned biographical information and information relative to past in-service activities attended. The second part concerned information relative to use and felt competency of various teaching methods and techniques. This part was divided into group techniques and one-on-one techniques and methods. The third part of the instrument consisted of sixteen statements concerning attitudes of personnel toward various aspects of in-service activities. The attitude measure was a five-point Likert scale.

Data analysis consisted of frequency and percentages for the descriptive data in parts one and two and the t-test for significant differences of means and one-way analysis of variance for the attitude measure.

Results indicated that typical ABE/GED/ESL personnel in Kansas were teachers, female, age 23-42, white and married. Educational level was at least a bachelor's degree in education with formal preparation for teaching as part of educational training. The majority of respondents had been teaching in Kansas ABE/GED/ESL for less than ten years and work less than full-time in adult basic education. The majority are employed full-time in an area of education.

The majority have attended in-service educational activities sponsored by the individual center where employed at least once in the past two years but have not attended 309 project sponsored in-service activities or statewide conferences.

The majority do not belong to a professional adult education organization and have not taken any hours of credit adult education courses in the past two years.

Respondents using one-on-one teaching methods and techniques indicated textbooks and programmed texts were used most frequently and felt most competent using textbooks, teacher prepared worksheets and programmed texts.

The data on respondents using group methods and techniques revealed that the majority frequently used the entire class as a work group and small group discussions. The data revealed that the majority of respondents felt competent using all methods and techniques of group instruction except video tapes. The majority of respondents had access to equipment and materials for all methods and techniques except video tape equipment and learning modules.

All but one hypothesis tested relative to relationships between variables and attitudes toward in-service education were retained. Hypotheses concerning age, sex, marital status, race, educational level, post-secondary degree major, preparation for teaching, teaching in an area other than ABE/GED/ESL, length of time in Kansas adult basic education, present job title, previous job titles, work status, and enrollment in credit adult education courses were retained. The hypothesis concerning membership in a professional organization and attitudes toward in-service

education activities was rejected.

Recommendations were made for improving the effectiveness of in-service activities for Kansas adult basic education personnel.